

NEWSLETTER

‘Capturing the imagination of young minds.’

Issue 11— April 2022



Dates

SATs Week—Year 6
Monday 9th—12th May

Walk to school week
Monday 16th May

Platinum Jubilee Celebrations
Friday 27th May

Year 4 residential
Reserved date
(May be subject to change)
Thursday 9th—10th June

POPFEST 2022
Friday July 1st

Parent Football tournament
Tuesday 5th July

Sports Day
Tuesday 12th July KS1 and 2
Wednesday 13th July (Nursery)

POPS Got Talent week
Monday 18th July

Year 6 Leavers Assembly
Friday 22nd July



Message from Mrs O’Hara

I would like to thank you for all your kind words and appreciation this term—we have done everything possible to keep classrooms open despite having reduced staffing due to Covid-19. Teachers have supported supply teachers, TAs and myself have taught or been re-located to ensure our pupils with SEND have been supported. It really has been a team effort and as I write this newsletter, we are limping over the Easter finish line.

We have been unable to do our usual Open Evenings, but following a conversation with a Dad on the playground, I was determined to do what we could safely do, to allow our families into the classroom. Families new to the school have not experienced the typical POPS activities and Covid permitting, we are now starting to get back to some normality.

As usual, this newsletter will share news from the latter part of this term, but will also provide feedback on the Endurio Parent Questionnaire.

Our pupils have shown great resilience, demonstrated amazing responsibility and have stepped up to make a difference in the world with enormous pride and passion—seeing how the school curriculum and experiences support pupils’ wider personal development has been an absolute joy. Thank you for supporting them in their endeavours.

Open Classrooms

What a joy it was to welcome our families into school this week. There were smiles all round and genuine pleasure to see where children spend their day. What was particularly warming, was the pride that children took in talking their parents through their books and explaining what they had done. Families were delighted with the amount of progress that children had made and many commented on the quality of the Learning Books and Sketch Books. We enjoyed this so much, that next year, we are going to adapt our calendar to include this again. We are aware that it is always difficult for some families to attend these events, but over the year, there will be other opportunities to see your child’s work, at a later time.

Swimming

Our Year 4 swimming programme was disrupted by the pandemic, which meant that our pupils in Years 5 and 6 missed out. This year we have extended our programme to ensure that both Year 5 and Year 6 pupils get their time at the pool. This term year 5 enjoyed their swimming sessions and their teachers tell me that they have made excellent progress. Many thanks to the staff supporting this additional session, in particular the Teaching Assistants who have got in the pool to support 1:1 swimming. Next term, Year 4 start their weekly sessions—what a way to start the week; swimming on a Monday morning!

Staff changes

This week we say ‘Goodbye’ to two amazing Teaching Assistants - Mrs Hope and Mrs Kay. Mrs Hope chose to stay with us through the pandemic rather than retire. Now we are through the worst of it, she is leaving to spend quality time with her husband.

Mrs Kay has moved from York and will take up a new position in a Secondary school nearer to where she now lives. Both members of our team have been superb additions and we will be very sorry to see them go. Wishing them the very best for the future.

NEWSLETTER

'Capturing the imagination of young minds.'

Issue 11— April 2022



Wider Personal Development opportunities in school



Kidz Rock!

Be proud to be you—emotional wellbeing



World Book Day.

Our sponsored read raised
£2,244.50! Thank you so much!



Pedestrian training

Year 3



Week long residential

Year 6



Yorkshire Wildlife Park



Red Nose Day Bake Sale

Our target was £500.

You raised £1,179.70!



Science Week



Planetarium

Year 5

NEWSLETTER

'Capturing the imagination of young minds.'

Issue 11— April 2022



Endurio Parent Survey

Thank you for completing the Endurio Questionnaire and providing feedback to school. Although the overall outcome was very positive, we have looked closely at some aspects to see how we can improve them.

Communication

Current situation:

The school uses email and text messaging to regularly communicate with families.

Parent Pay is used to book school dinners and school trips.

Teachers use Google Classroom to post homework and pupils have homework books to work in.

Parent Evenings/Open Classrooms are booked using SchoolCloud

School website – Whole school information, curriculum, newsletters, policies.

School planner – basic information about the school day, Home-School Agreement, Reward system, uniform and school lunches etc

Twitter – to share good news

Each of these is a platform designed for a specific purpose and to make communication easy.

Although the majority felt communication was very good, there was also both extremes of communication being too much or non-existent. We have taken on-board the comments.

Going forward:

We will use email for the majority of correspondence, only resorting to text messaging for 'emergency communication' such as school closure or cancellation of an after-school club.

All families must have an active ParentPay account to facilitate trip booking

All homework directions will be posted on Google Classroom

If you change your email address or believe that you are not receiving emails, please contact the school office as soon as possible to check/rectify this.

Mutual trust and respect

This section was enormously positive with families strongly agreeing that:

Teachers were able to help pupils learn

Children were kept safe

Children are treated fairly

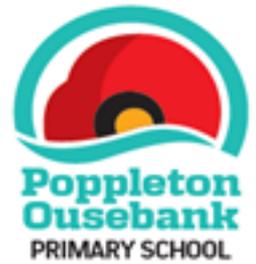
Parents feel respected by the school

This is wonderful news and is what every school wants to hear. A great partnership!

NEWSLETTER

‘Capturing the imagination of young minds.’

Issue 11— April 2022



Informed parents

This area of the questionnaire referred to how informed parents felt in relation to their child's progress, efforts in homework, their behaviour, attendance, punctuality and how they are socially. Although this area was positive, it was clear that not all families understood the requirements of schools regarding reporting to parents. I would like to clarify some aspects so that all our parents have the same understanding.

The Government requires schools to provide an annual report for each child, covering their learning over the academic year. There are no strict guidelines, but the report must cover:

- General progress
- Brief particulars of achievements, highlighting strengths and development needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record

For pupils at the end of Key Stages, families should be sent assessment data linked to test outcomes (SATs)

Current situation:

Our End of Term Autumn and Spring reports were set up to provide additional information for families in all the areas mentioned above. These are not expected of schools, but we choose to do them for parents, in addition to the two Parents' Evenings and the annual report at the end of the academic year.

If families have concerns/questions, they are welcome to speak to staff or make an appointment via the school office and of course teachers contact families if the need arises.

Going forward:

- We will revisit the End of Term reports to ensure clarity around purpose and understanding.
- Where there are concerns, Teachers will always address pupil progress, homework, behaviour, attendance, punctuality and social times for pupils at Parents' Evenings.
- Teachers will continue to contact families for discussions if Parents Evenings are not imminent.
- Parents should continue to speak to teachers at drop off/collection, contact the school, write a note in pupil planners, should they have concerns/questions.

School accessibility

Parents told us that they felt able to contact the school and discuss their child's progress, concerns and even complex issues, should they have them. There was a mixed response to the feedback question – 'How often do you see that your feedback to the school has an impact?' Although most responded 'most of the time', some felt that they 'rarely' saw an impact. Although we recognise that we can't always change things to meet everyone's needs, we really do try to make decisions for the best outcomes. Hopefully the responses to the questionnaire will demonstrate our commitment to this.

NEWSLETTER

‘Capturing the imagination of young minds.’

Issue 11— April 2022



School's approach

This section was about meeting pupil and family needs around homework, learning, marking and feedback and behaviour. Although another positive response, what struck me about this section, was how families would know this, given the past two years and parent absence from classrooms. I think it is important that parents not only perceive the school approach to be positive, but also understand why. This is a much lengthier explanation, but one that I feel is important.

Our curriculum is for ALL children, of ALL abilities. We are inclusive and engage all pupils in every subject. This is our main driver and so our teaching approach underpins this. We use a teaching and learning approach that is robust, but flexible to be effective and utilized across a range of subjects consistently by staff. Our model is underpinned by research and gradually develops pupil confidence enabling them to work independently. We do this by initially 'hand-holding' – modelling work/approaches and engaging children in discussion as a class, in pairs and of course individually. We provide images to support children's understanding of how to do something and we work together, then with a partner and then independently. Some pupils require scaffolding/support/aids to help them access work– this is provided as part of the lesson. This approach happens in every subject and is used to meet the needs of all children.

Teachers constantly check pupils' understanding, identifying misconceptions throughout a lesson. They provide verbal feedback to individuals when they are working and sometimes will stop the class to re-direct them and give additional guidance. Research shows that children make better progress when feedback is given during the lesson, instead of the next day. This may be verbal or the teacher may pen something in their books to help move the child on. Gone are the days when teachers provide huge commentaries on pupils work once pupils have gone home – this is less effective. Children also edit their own work, identifying their own errors for correction – this is incredibly powerful and indicates a child's understanding and ability to reflect on their own work and apply their knowledge. Again, this is where pupils do additional learning. Even very young children and children with SEND can do this.

Part of our assessment framework is 'testing'. This is not about finding out who scores more or less, but about identifying trends and gaps in pupils learning. We analyse questions by topic to identify areas of confusion and strength. In this way, we don't spend time teaching an aspect that children understand, but instead focus on areas where children are struggling. Knowing the number of pupils with a misconceptions enable us to re-teach the concepts in different ways - we can cover some in small group work/interventions and where necessary, re-visit for an entire class. This is different to the end of year SATs tests where the outcomes are deemed to be the important aspect of the test.

Our strap line is 'Capturing the imagination of young minds' and everything that we do has to ensure that we fulfil this. This is not just for the pupils who 'can' but for every child that attends our school. In the same way, although we acknowledge the importance of the core subjects, many pupils will excel in foundation subjects and may eventually become employed within a field of interest. For this reason, our curriculum is broad, involves all National Curriculum subjects and is for everyone.

Parental Confidence

Whilst families felt confident supporting their children with work and also asking teachers for advice, it was also wonderful to see that parents would still welcome further guidance and information. The over-riding request was for support in helping children manage their emotions, followed by maths and reading. Please remember that all our families have access to the National Online Safety portal, where you can learn about ways to protect your children. There are also courses for you to complete – all for FREE!

Going forward:

We will plan a series of events over the next term and academic year for families to attend. Our first one will be about managing emotions. Please look out for further information regarding this.

NEWSLETTER

‘Capturing the imagination of young minds.’

Issue 11— April 2022



Relationship with the Trust

Although families know that POPS is part of Hope Sentamu Learning Trust, many do not know the role of the multi-academy trust in school or how beneficial this would be for their child. Since 2002, the academy programme has been a central part of the education system and of successive governments’ plans for raising educational standards. A Multi-academy trust is a collection of schools that act together like a hub, developing best practice and working strategically in combination with each other. The idea behind this is to provide schools with a group strength which they otherwise would not have immediate access to. While other types of school partnerships can be effective, the key difference with academy trusts is that there is shared accountability for standards across the trust; all schools within the trust support each other and the trust is accountable for them all, working together to deliver the best outcomes for pupils.

Our Vision

Our vision is really very simple.

Life in all its fullness – a place to thrive

Our ambition as a trust is that all our learners should experience “Life in all its fullness” and that we provide “a place to thrive.”

Of course this includes the aspiration that they will achieve outstanding educational outcomes – whether in primary or secondary school, or in alternative provision. But our vision goes deeper than this – we want our young people to find their own pathway, follow their dreams and aspirations and ultimately live their lives as fully as possible to achieve their own personal success.

Our focus is on working in partnership, with a rigorous but collegiate approach to support and challenge that raises the bar for school leaders, staff and governors. We are a fully inclusive multi-academy trust, which includes; community schools, Church of England schools and an Ecumenical Anglican/Methodist school.

Hope SENTAMU
LEARNING TRUST

Comments

There were a few comments about not knowing what children were learning in school. On the school website, under ‘Key Information’, there is a heading ‘Curriculum.’ This section explains the approach to our BOLD Curriculum, the topic drivers over the year for each year group, there are folders that contain information on each year groups learning for each term, in all subjects, as well as some overarching principles for teaching each subject.

This information is there for parents, so that they know what children will learn throughout the year. This is a statutory requirement of all schools.



NEWSLETTER

'Capturing the imagination of young minds.'

Issue 11— April 2022



What do you value most in the way your child's school currently works with parents?

Here are just a few of the comments:

I like the information we receive about what rewards and extra curriculum opportunities there are available to be involved with and encourage my child to get involved with.

They are very open and honest and willing to share information with parents and pupils alike.

I find the school approachable, fun and friendly whilst also being caring and supportive

Good school level communication. Headmistress with strong values and leadership.

Teachers are there to talk and are very open and friendly

Staff are always lovely helpful and caring.

Firm but fair stance

Creativity, kindness, and confidence

The newsletters always give feedback on any suggestions from parents. I feel the headteacher is very clear, always does what's best for the children and is honest with parents. If something can be done, it is, if something can't be done then the school explains why. I feel our school has a very strong leader that is focussed on the children

If I have any queries I know they are willing to answer

Headteacher's lead to ensure success of the school is key

Seeing the teacher at the door every morning before school is great.

All members of staff are genuine, extremely approachable and caring. I feel supported.

Open communication, easy to contact school, wonderfully helpful and welcoming office staff

Everything - I can't ever recall a situation where a question or concern of mine was not listened to and taken care of.

The approachable teachers, that I can email them and they respond, when my children have had issues with others they have helped me deal with it so my child feels happy again

Open communication both one to one and through weekly newsletter. All questions are answered promptly in the planner or on email. They are so friendly and kind too but have a good stance on behaviour that they communicate brilliantly and we as parents fully support.

Teachers speaking to parents 1 on 1 about progress of child - specifically areas they are struggling with; be that with learning or the social side of school.

Respect being spoken to as a peer

I'm looking forward to parents evening

Rules about Covid

I like the SENCO

Communication and trust